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ABSTRACT

This module represents one of several components developed to train school personnel in the Instructional Support Team Process. Its purpose is to train school-based teams to use natural assessment and intervention techniques in building effective instructional programs for students who are academically at risk. The module is based on one form of Curriculum-Based Assessment, a form which believes that the most fundamental purpose of assessment is to guide decisions about curriculum and instruction. This guidance must reflect the real intent of instructional assessment, which is to "set and manage" favorable learning conditions for students, conditions which enable all students to achieve success in school. The module incorporates effective learning principles and teaching practices with current reading theories and instructional approaches. It is designed to reach students who experience difficulties in reading and reading related activities during the elementary school years. (Author)

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Guiding Reading Instruction

Using CBA

Instructional Support Team
Project of Pennsylvania
1110 Enterprise Road
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CSC 12533

A Systematic Search for What Works!

#203

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THE TRAINING MODULE

This module represents one of several components developed to train school personnel in the Instructional Support Team Process. Its purpose is to train school-based teams to use natural assessment and intervention techniques in building effective instructional programs for students who are academically at risk. The module is based on one form of Curriculum-Based Assessment, a form which believes that the most fundamental purpose of assessment is to guide decisions about curriculum and instruction. This guidance must reflect the real intent of instructional assessment, which is "set and manage" favorable learning conditions for students, conditions which enable all students to achieve success in school. The module incorporates effective learning principles and teaching practices with current reading theories and instructional approaches. It is designed to reach students who experience difficulties in reading and reading related activities during the elementary school years.

INSTRUCTIONAL ASSESSMENT

Instructional Assessment: Making It Work!

The most meaningful change occuring in educational assessment is a return to those principles and practices which have instructional relevance. This change requires bringing assessment back into the classroom and returning the curriculum to a prominent role in the assessment and instructional process. Thus the origin of the term "Curriculum-Based Assessment". Basic to this change is the belief that it is as important to determine how students learn, including the thinking process they used to their learning, as it is to determine what they learn. These beliefs have resulted in a number of fundamental changes with regard to how assessment should impact upon instruction and how instruction can be delivered more effectively to students who are academically at-risk.

Basic Training Goals:

1. To provide a foundation for Instructional assessment.

2. To apply the process of Curriculum-Based Assessment to guide decisions about curriculum and instruction.

3. To apply principles of effective instruction to produce optimal learning conditions for students who are academically at-risk.

4. To match appropriate reading strategies to areas in need of instructional support.

The Basic Problems:

1. A dissatification with traditional testing and assessment practices.

2. Needing to change of direction favoring instructional Assessment.

3. Needing to create optimal learning conditions for all students.

Why The Problems?

Curriculum Variance

The mismatch between the entry level skills of the student and the ever changing demands of instructional tasks.

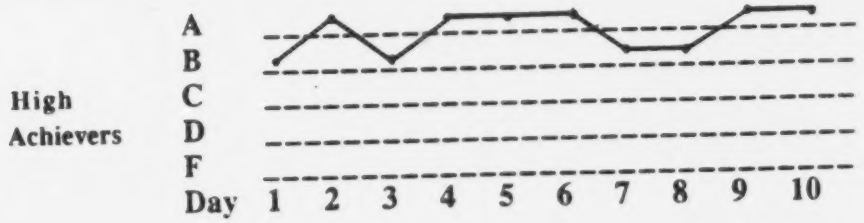
TASK DEMAND

GAP

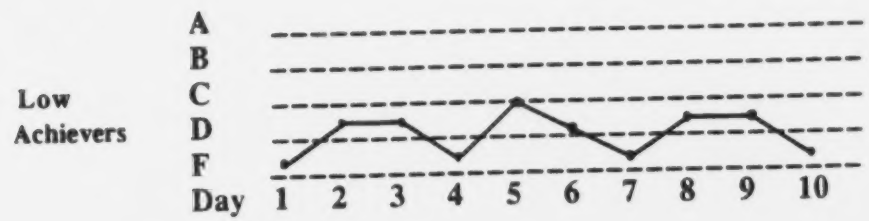
ENTRY LEVEL

The limited entry skills of the student are variant with the ever changing demands of each new instructional task.

STUDENTS NOT NEEDING CBA



STUDENTS NEEDING CBA



CURRICULUM CASUALTIES *or* **LEARNING DISABILITIES**

What You See:

STUDENTS RESPONDING APPROPRIATELY

Actively Engaged
Meaningfully Involved
Good Comprehension

STUDENTS RESPONDING INAPPROPRIATELY

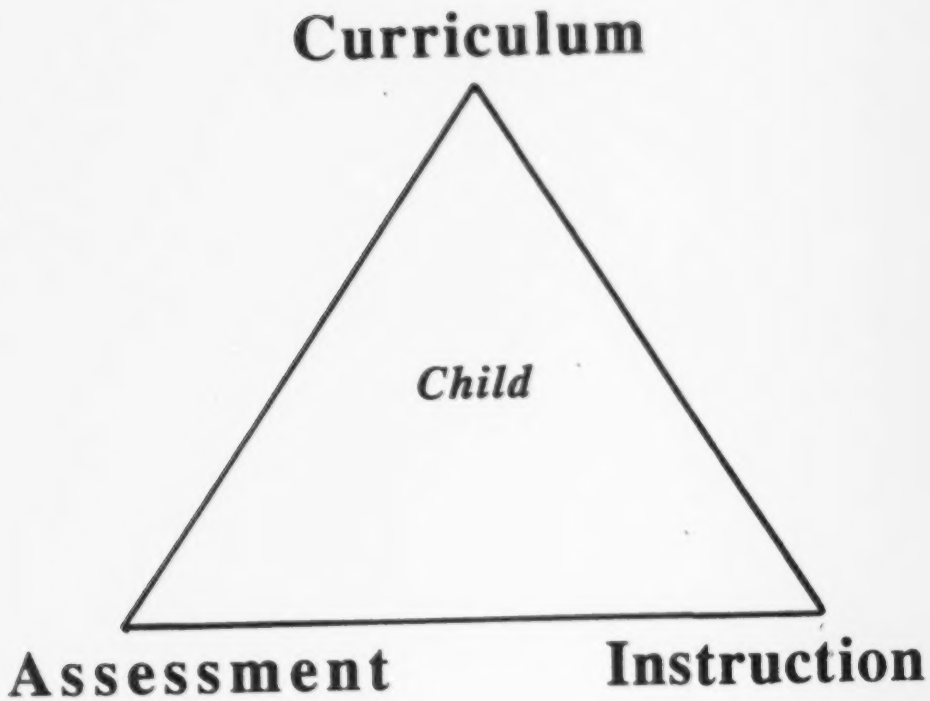
Excessively Off-Task
Low Completion/ Retention Rates
Limited Comprehension

KEY QUESTION: Why do certain students find it so difficult to learn and to respond appropriately?

Not responding appropriately generally results in students falling behind and failing due to an excessive level of challenge and the rapid pacing of the curriculum. The ability to respond appropriately is greatly enhanced when materials and assignments are presented to students in a manner which insures an instructional level or match.

A Meaningful Approach:

Assessment & Instruction Cannot Occur in a vacuum!



It is essential for assessment, curriculum and instruction to be integrated and approached holistically to produce optimal learning conditions and leaning for students, successful instructional environments for teachers, and improved accountability for schools.

FEATURES OF
INSTRUCTIONAL ASSESSMENT

1. Assessment should be **NATURALISTIC.**

2. Assessment should be **MULTIDIMENSIONAL.**

3. Assessment should be **DYNAMIC.**

4. Assessment should be **STUDENT CENTERED.**

CBA Is:

A process "for determining the instructional needs of a student based on the student's ongoing performance in existing course content to deliver instruction as effectively and efficiently as possible." *(Gickling, Shane & Croskery, 1989)*

Benefits of CBA:

FOR ADMINISTRATORS:

1. It complements current theoretical approaches in teaching reading and writing.

2. It links assessment directly to curriculum and instruction.

3. It enhances instructional accountability through academic success and the continuous progress of students.

FOR TEACHERS:

1. It helps teachers take charge of the curricula they use instead of the curricula taking charge.

2. It helps teachers assess students' prior knowledge while supporting the use of meaningful content.

3. It enables teachers to deal more effectively with an increasingly diverse student population.

FOR STUDENTS:

1. It enables students to use their prior knowledge of oral language and print processing by building on a base of what they know and are able to do.

2. It allows students to work on their instructional level and to feel comfortable and competent about their performance.

3. It enables students to interact with meaningful content and to progress systematically based on their own rate and pace of learning.

How CBA Works:

DELIVERING INSTRUCTION EFFECTIVELY

1. **Basic Beliefs.**

2. **Setting the Learning Conditions.**

3. **Teaching Strategically.**

4. **Managing the Learning Conditions.**

BASIC BELIEFS

(1)

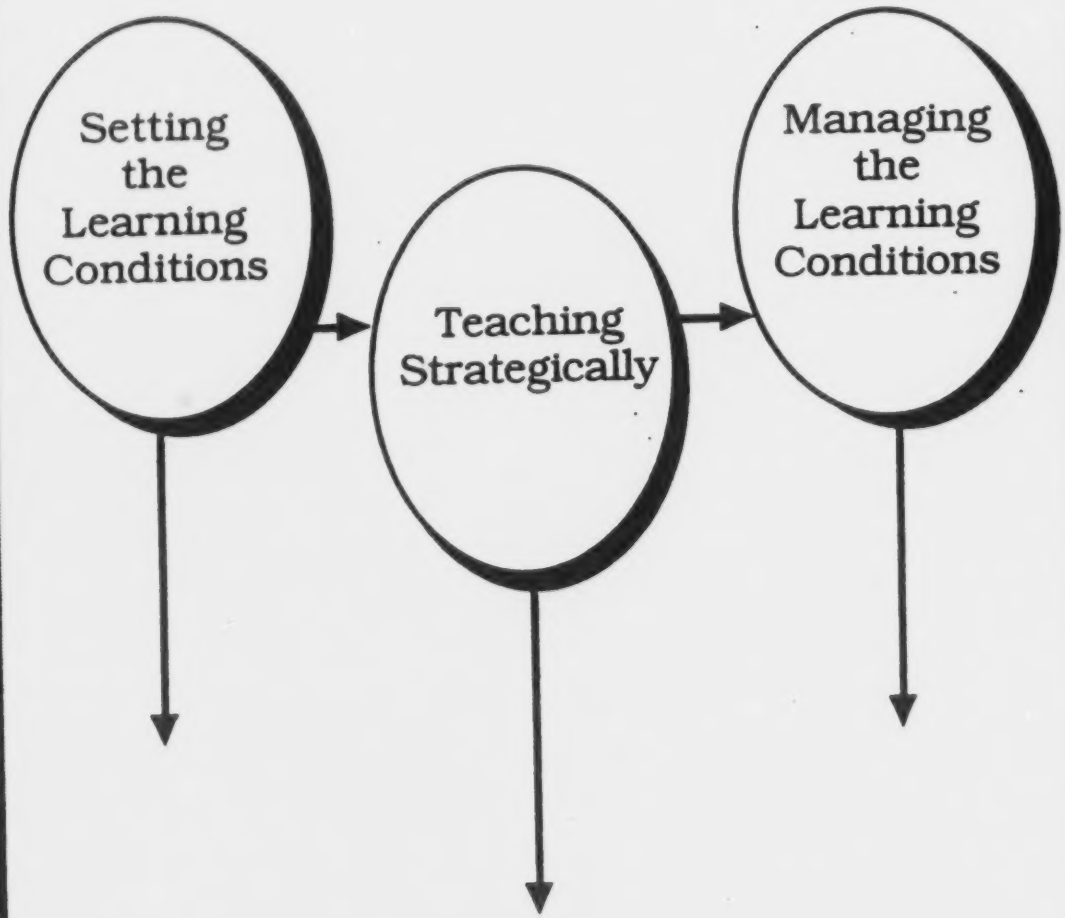
Every student can learn. It is where the student enters, the size of the learning set, and the pace of instruction which vary and must be adjusted to form an instructional match.

(2)

Practitioners have become preoccupied with identifying students' deficiencies at the expense of determining their prior knowledge which is essential for students to maintain an active role in learning.

DELIVERING INSTRUCTION EFFECTIVELY

Modeling → *Guided Practice* → *Independent Practice*



Appropriate Challenge:

"Excellence occurs when the instructional system is able to provide the learner with an appropriate level of challenge and a realistic opportunity for success on a frequent and continuous basis."

(Spady, 1984)

An Instructional Level:

When delivering instruction the teacher should keep these ratios in mind as general rules of thumb concerning where a student should enter each learning task so that optimal learning conditions exist rather than frustrational conditions.

INSTRUCTIONAL LEVELS

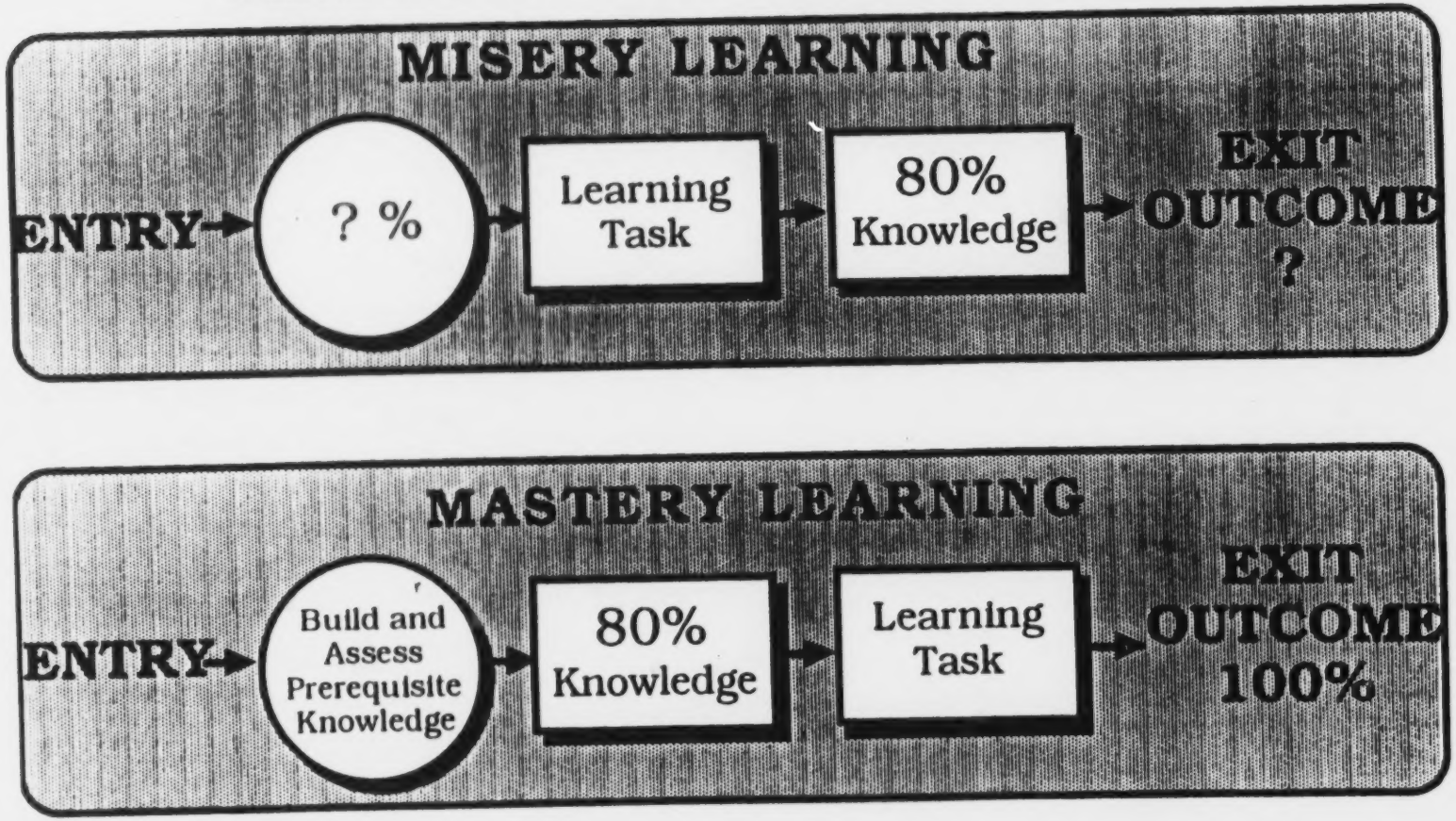
Reading	Drill
93-97% Known	70-85% Known
3-7% Unknown	15-30% Unknown

FRUSTRATIONAL LEVELS

Reading	Drill
Less than 93% Known	Less than 70% Known
More than 7% Unknown	More than 30% Unknown

What is so critical about the entire concept of an appropriate instructional match is that excessive curriculum variance does not allow students to use their full range of thinking skills to interact with content. The acquisition of basic skills and cognitive skills are functionally bonded. Whenever the content is disproportionately difficult, it robs the student of both skill development and understanding and places the quality of instruction at risk for the teacher.

MISERY OR MASTERY?



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NEEDED

The also the need to more in , 40 which now lack basic . Ligachev said for 28 will be by the year 2000, and that in will increase .

(15 Unknown Words)

(Approximately 40% unknown Words)

DUMFRASE NEEDED

The bogo also recognizes the need to invest more in cucio themselves, 40 percent which now lack basic sumwalz. Ligachev said cucio for 28 million monos will be frazequack by the year 2000, and that capital expenditures in blocka will increase drastically.

(8 Unknown Words)

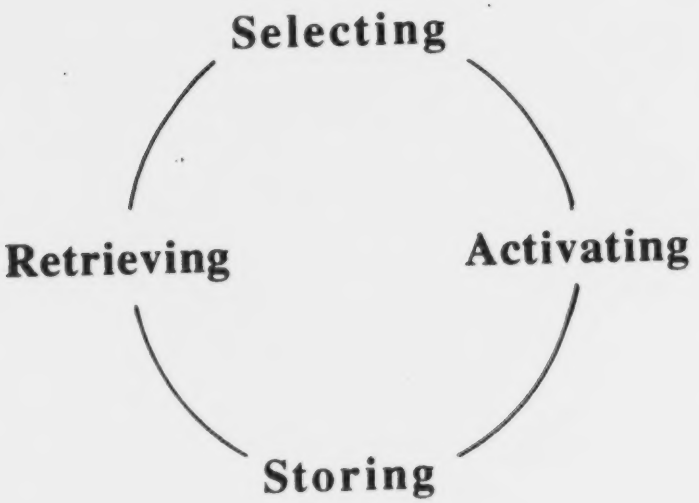
(Approximately 80% Known Words)

The Learning Cycle:

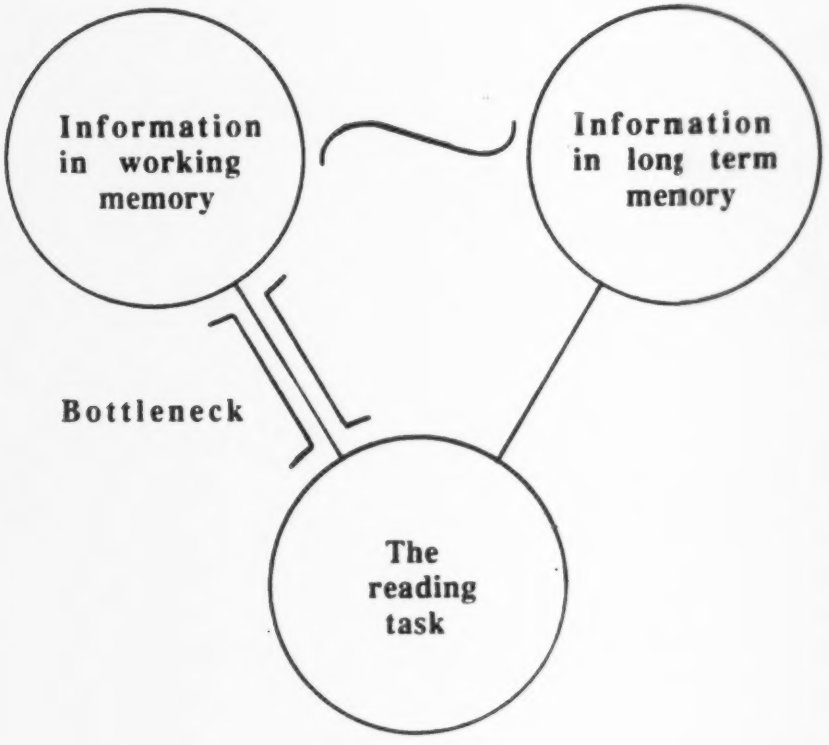
For meaningful learning to occur:

1. The learner should feel comfortable yet be challenged sufficient to advance his or her learning.

2. The learning activities should be connected and coherent and should be presented in meaningful contexts.



Working & Long Term Memory:



The more prior knowledging the student uses in reading the less need to rely on working memory. The less prior knowledge used in reading the more reliance on working memory. And herein lies the problem. Working memory can process only a limited number of items (+ 7). But to do so requires one's undivided attention, otherwise it clears itself automatically. Building upon the reader's prior knowledge in conjunction with honoring the limits of working memory facilitates reading development by helping to maintain an instructional level. (The figure illustrating the dependency between working memory and long-term memory was adapted from Frank Smith's *Reading Without Nonsense*, 1985).

CBA's GOLDEN RULES OF ASSESSMENT

1. When little is known, look for the known.

2. When much is known, look for the unknown.

3. Always build in SUCCESS.

CBA's GOLDEN RULES OF INTERVENTION

1. Keep the percentage of knowns high.

2. Confine new material to the margin of challenge.

3. Select meaningful content before developing skill and drill activities.

4. Carry all instructional tasks to their logical conclusion.

INSTRUCTIONAL ASSESSMENT

IN

READING

READING ASSESSMENT

This portion of the training is based upon an interactive and strategic view of reading. Current reading theories and approaches along with effective learning and teaching principles are incorporated into the instructional assessment process. An operational framework is provided to guide the process of assessing the mechanical and comprehension dimensions of reading--dimensions which are functionally bonded. How each student orchestrates his or her reading skills in relation to the framework is what provides insights into a student's reading strengths and needs. Participants will receive guided practice in the use of the framework along with the step to follow in conducting an reading assessment. They will also receive guided practice in developing interventions designed to create optimal learning conditions for students who otherwise find reading a perplexing and difficult experience.

READING DEFINED

Reading is an...

* Active process of bringing prior knowledge to the text and

* Interacting with incoming information from the text to build meaning.

KEY QUESTIONS:

1. How important is prior knowledge given this current view of reading?

2. What comprises prior knowledge in reading?

3. What learning ratios need to be maintained to captitalize on prior knowledge while imparting new information?

4. How do you teach students to interact with reading material?

5. How do you develop strategic readers?

Changing Definitions

"Reading is a language process rather than a subject. In a psychological sense, reading is a thinking process. In another sense, reading is a 'social process' that 'relates the reader to his environment, and conditions that relationship'. Psychophysialogical factors, such as seeing and hearing also are embraced by the adequate concept of reading as a process.

First, reading is a facet rather than an isolated fragment of language. Second, reading is primarily a problem of interpretation, in the larger sense. Third, readiness for reading involves not only a general language development and a background of direct and vicarious experience but also certain other specifics (such as general motive questions, needs, and interests) which orient the learner for the reading of a given unit of material. Fourth, language patterns are developed systematically and, to a degree, are unique unto each individual. Fifth, a wide range of language abilities exists at any one 'grade level'. Sixth, education increases individual differences." (Betts, 1946)

"Learning to read is a complex process requiring not only the ability to recognize words, but also the ability to comprehend and evaluate the meaning of written materials." (International Reading Association, 1979)

"Reading is the process of construction meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. First, reading is a holistic act. In other words, while reading can be analyzed into subskills such as discriminating letters and identifying words, performing the subskills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance. Second, success in reading comes from practice over long periods of time. Third, there may be more than one interpretation of a text. The interpretation depends upon the background of the reader, the purpose for reading, and the context in which it occurs." (Anderson, Heibert, Scott, Wilkinson, 1985)

"Reading is viewed as an interactive process where readers shift between sources of information (what they know and what the text says) to construct meaning." (Walker, 1992).

"Reading is a dynamic process in which the reader interacts with the text to construct meaning. Inherent in constructing meaning is the reader's ability to activate prior knowledge, use reading strategies and adapt to the reading situation. A good reader is no longer defined as one who demonstrates mastery of a series of isolated skills, but rather as one who can apply reading strategies independently and flexibly in a variety of ways." (Pennsylvania Department of Education, Reading Assessment Handbook, 1990)

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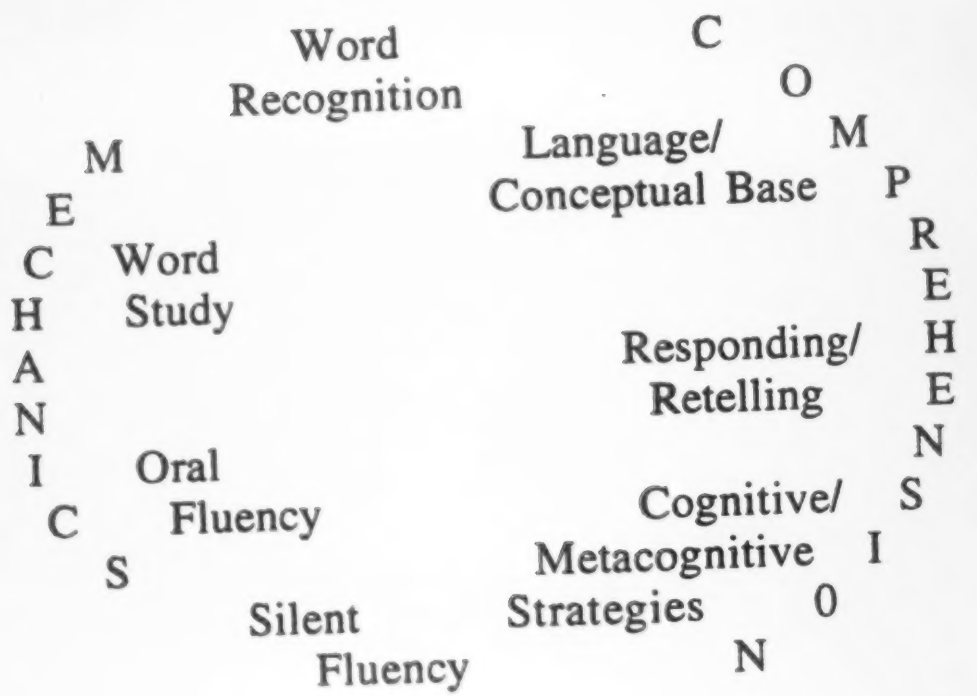
Basic Reading Problems:

Reading is multidimensional in the sense that there are multiple areas which contribute to the development of the mature reader and to the problems of the immature reader. These areas reflect two broad divisions: (A) mechanics, and (B) comprehension. Within these two divisions, there are seven areas over which teachers and support personnel yield considerable influence. Since these areas are functionally bonded, though, they must be viewed as interdependent within the reading assessment process.

BASIC COMPONENTS THAT MAKE READING WORK:



Essential Questions

Language/Conceptual Base.

Does the student have the language concepts and background knowledge for the task?
Ask questions about the pertinent information in the story. If the student does not have the language and knowledge, provide it.

Word Recognition.

Does the student have an adequate sight-word pool to read the selection?
Conduct a word search by selectively pointing to words that you think the student has a high probability of knowing. Gradually introduce harder words, also ask about their meaning to determine if the passage is at an instructional level.

Word Study.

Does the student use word study systems to decode unfamiliar words?
During the reading process, when the student comes to an unknown word, ask what he or she does to figure it out. Does meaning, syntax, or the phonetic visual features of the word assist decoding?

Oral Fluency.

Does the student read with adequate fluency, expression and phrasing?
Have the student read orally for one minute. Count the number of words read correctly in the passage. Compare to benchmarks.

Silent Fluency.

Does the student read silently with adequate fluency?
Observe eye movements and return sweep. Does the student use a marker or finger for tracking? Have the student read 3 to 5 minutes. Determine the average minute rate.

Responding/Retelling.

Can the student remember and tell about what was read?
Ask the student to retell the story using unaided questioning. If the student is unable to respond, ask factual, vocabulary, sequential, and outcome questions to guide the student's response. Does the student rely on the need to look back at the text?

Cognitive/Metacognitive Strategies.

Does the student demonstrate strategic reading?
Ask questions like, "What do you do before you read? Do you set the purpose? Do you skim and scan the text? Do you predict the outcome? What do you do during reading? Do you read fluently or self-monitor your reading? Can you visualize what you have read? Do you use a word study system? What do you do after you read a selection? Do you summarize, paraphrase, and evaluate what you have read?"

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Mechanics/Fluency:

An activity to illustrate: Accurate word identification, word identification speed, & poetry appreciation.

APPLE SONG

ehT selppa era denosaes
dnA epir dna dnuos.
yltneG yeht llaf
nO eht wolley dnuorg.

ehT selppa era derots
nI eht ytsud nib
erehW yldrah a remmilg
fO thgil speerc ni.

nI eht tilerif retniw
sthgiN, ll'yeht eb
ehT raelc teews etsat
fO a remmus eert.

yb secnarF tsorF

Key Point: Word identification speed is almost as essential as word accuracy in developing good comprehension, enjoyment, and reading appreciation.

CBA

STEPS TO NATURALISTIC READING ASSESSMENT

1. **Select** a "workable passage."

   A. Use a passage from assigned or desired text.
   B. Dialogue to determine familiarity of passage content.
   C. Conduct a word search.

DECISION

1. If 5 - 9 errors are made

.

   a. Proceed to Match instruction and to Teach the passage

   or

   b. Select an alternative passage and repeat Step 1

   or

   c. Create a Language Experience passage and Teach to the passage.

2. If less than 5 errors are made, Sample "contextual" reading.

2. **Sample** "contextual" reading.

A. Observe how the reader interacts with passage reading.

B. For the "inadequate" reader, direct oral reading for 1 - 3 minutes.

1. Time oral reading rate.
(The total number of words read correctly per minute.)
2. Mark reading errors.
3. Provide each unknown word after a 3 second delay.
4. Dialogue to determine passage recall.
5. Note reading strategies used.

C. For the "adequate" reader, direct silent reading for 2 - 5 minutes.

1. Direct the purpose for silent reading.
2. Note reading mannerisms.
3. Dialogue to determine passage recall.
4. Dialogue to determine strategies.

D. Record passage recall, strategies, fluency, and accuracy.

DECISION

The Word Search and the Contextual Reading Sample provide a "SNAPSHOT" to Match the specific needs of the readers to:

Areas of Support
Instructional Level Materials
Intervention Strategies

Multiple "SNAPSHOTS" are used to construct an intervention and to fine-tune the instructional program.

3. **Match** reading instruction.

   A. Areas of Support

      1. Mechanics

         a. Sight Vocabulary
         b. Word study
         c. Oral reading fluency
         d. Silent reading fluency

      2. Comprehension

         a. Language conceptual base
         b. Passage recall
         c. Cognitive and metacognitive strategies

   B. Provide instructional level materials

   C. Identify specific intervention strategies.

The circus dogs did all their tricks, and Dizzy did just the opposite. The audience loved Dizzy. They thought she was an extra part of the show. They thought a clown dog in the act was a very clever idea.

After the show, the Gordons met the dog trainer. They thought she would be mad, but she was laughing.

"That was the best show we ever had!" she said. "You have a very clever dog. She will only do the opposite of what you say. It is quite hard to train dogs to do the opposite. How did you think of the idea?"

"We didn't think of the idea," answered Shirley. "Dizzy was already trained by Mr. Murton. But until today, we didn't know how she was trained. Now we know she does the opposite of what you tell her. With your help, she just trained us."

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4. **Teach** the student.

A. Implement specific strategies.

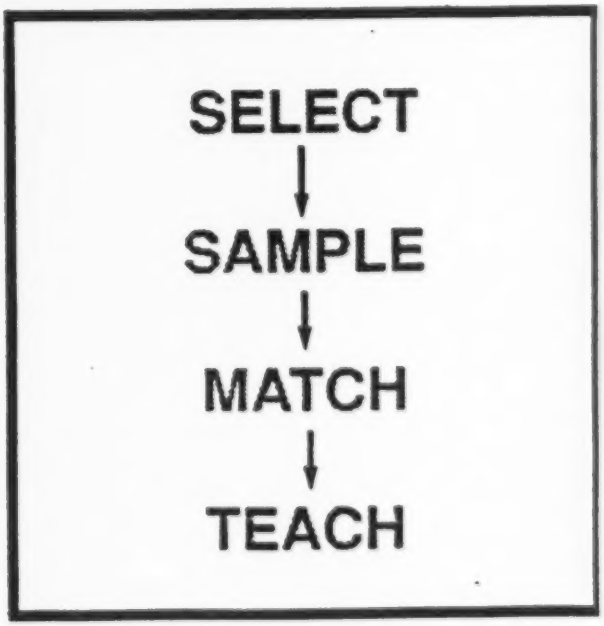
B. Use meaningful context.

C. Integrate instruction.

D. Establish learning rate.

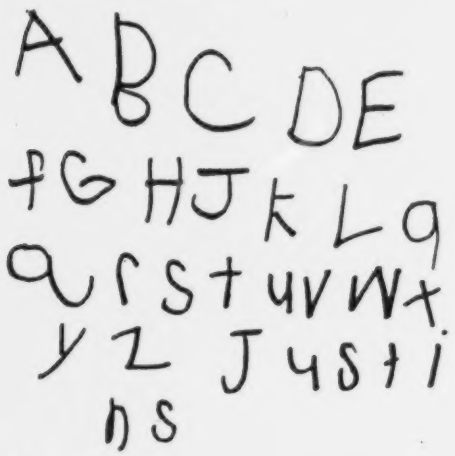
D. Monitor and record reading progress

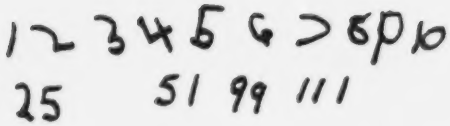
E. Ensure student success.



JUSTIN.(First Grader)

Known letters and numbers





Justin also knew

I M N O

Little Tugs Help Big Boats

Anne Rockwell
McMillian Pub.

The sun is up in the city.
Boats come and go on the water.
The little red boat is a tug.
Jan is on the tug with Daddy.

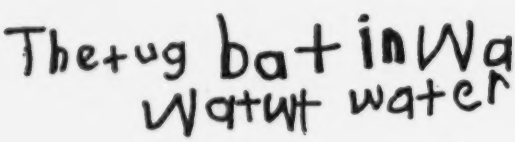
The big boat can't go.
The little boat can help the big boat.
It can tug the big boat.
Now that big boat can go.
It can go where the little boat tugs it.

The little tug can push big boats, too.
That big boat is too big to get in.
With help, it can get in.
The little tug can help it.
The tug can push the big boat in.

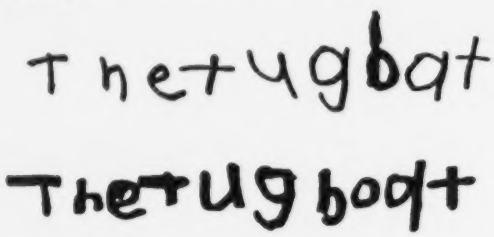
Known sight words

The sun up in city Boats
and go on red a
Daddy

Justin's written story



Attempts at rewriting



CBA ASSESSMENT STEPS

I. SELECT a "workable passage".

1. Dialogue to determine the student's familiarity with passage content and language/conceptual base.
2. Conduct a word search to determine the student's working sight vocabulary.

DECISION POINT

(Is the student's sight vocabulary and language sufficient not to interfere with reading comprehension?)

2. SAMPLE "contextual reading".

1. Student reads orally (or silently) from 1 to 3 minutes.
2. Observe how the student interacts with the passage.
3. Provide each unknown word after a 3 second delay.
4. Dialogue to determine passage recall by asking:
   Unaided questions first.
   Followed by aided questions if needed.
5. Note reading strategies used.

DECISION POINT

(How is the student's reading skills orchestrated across the seven dimensions?)

3. Match "reading instruction".

1. Identify dimensions needing reading support.
2. Provide materials at the student's instructional level.
3. Identify specific reading strategies used to intervene.

4. Teach "the student".

1. Implement specific reading strategies.
2. Maintain meaningful and well connected reading contexts.
3. Maintain instructional levels (reading comfort zones).
4. Monitor and record reading progress.

DECISION POINT

(Fine-tune your decisions to insure student success)

READING STRATEGIES

Building Good Mechanics:

The goal of reading instruction is to help students interact with printed material, to maintain good comprehension, and to become strategic readers. When accuracy, fluency and word study skills are not present, though, comprehension often becomes unattainable. When these attributes exist, comprehension often ceases to be a problem. Appropriate mechanic helps students to learn from and to enjoy passage reading. These attributes consist of the following parts.

WORD RECOGNITION

Having a good sight word pool is like having money in the bank--the more you have the better since it is a resource to be retrieved automatically and used effectively upon demand.

WORD STUDY

Word study skills are like having other income reserves. You can learn sight words by using context clues, schematic clues, or graphophonemic clues.

FLUENT & FLEXIBLE READING

Fluent and flexible reading requires that the student possess appropriate rates of processing content so that the "flow" of the author's words can communicate successfully to the reader. This is like having an efficient banking system so that retrieval is not impeded and transactions are at a maximum.

Word Search Procedure

"Word Search" refers to:

A procedure used to determine the relative strength of the student's working sight vocabulary."

Using the ratio concept, the teacher selectively points to words which the student has a high probability of knowing and gradually moves to more difficult words as the student successfully identifies more and more words.

Word Search Steps:

1. Begin the word search by selectively pointing to small words of two or three letters, such as "I" and "out." (If there are no known words, select letters of the alphabet).

2. Gradually move to harder words, such as "night", "guard", "museum" and "painting".

   "These sneak thieves work at night," Mr. Dart said. said. "The museum is so big that it's very difficult for our guards to guard every picture, and I fear it is hopeless"...It was dark in the main hall. A little bit of moonlight came through the windows, and Stanley could just make out the world's most expensive painting on the other wall. (*Taken from "Flat Stanley", McGraw-Hill)*

3. Check for and develop word meaning using word study and context clues when appropriate.

4. "Sandwich" the teaching of easy and hard words together so that the student feels at ease and successful.

5. End the "word search" when (a) it is evident that the student has a good working sight vocabulary in reference to the task, or (b) the limits of working memory (5-9 errors) have been reached. End on a known word.

Note: By selectively pointing to words of varying difficulty, it is possible to assess the student's print knowledge and to begin the process of teaching passage reading without producing frustration or applying unreasonable pressure on the student.

Drill Sandwich

(Coulter & Barrilleaux, 1989)

This folding-in strategy, or "drill Sandwich", as it is commonly called makes use of a cumulative learning principle which folds known and unknown words together to enhanced learning.

Begin by selecting 7 known and 3 unknown words as they first appear in context.

Insert or sandwich in unknown words (U) with known words (K) using the following pattern KKKUKKUKKU.

Practices identifying all ten words in the same order as they appeared in text until each new word is known by sight. (This can either be done with the use of flashcards or by pointing to the words in the text).

Using the same sequence of words, have each student use each new words in a sentence as a means of developing language concepts.

As words become known, replace them with new words maintaining a ratio of 70% known and 30% challenge.

As the student becomes comfortable identifying each new word, ask the student to look at the passage and point to each new word. Continue to ask the student to identify each new word in context.

Encourage the the student to read and to reread the passage to develop automatic word recognition and passage fluency.

Variations of this procedure can be used to suits the needs of the individual practitioner.

Chunking

Chunking help students see how words are combined to form "thought units" and how thought units are combined to form sentences, passages and complete text. Chuncking is one of the most basic ingredients for developing comprehension and for developing fluent and flexible reading habits.

Begin first by determining known and challenging words.

Select phrases in which the challenge words occur.

Say the challenge word; have the student define and/or use the word correctly.

Discuss the meaning of each challenge word in context.

Practice reading the challenge words as they naturally appear in phrases in context.

Chunk by combining the challenge word with known words to form individual unit of thought.

"These sneak thieves work at night," Mr. Dart said. said. "The museum is so big that it's very difficult for our guards to guard every picture, and I fear it is hopeless"...It was dark in the main hall. A little bit of moonlight came through the windows, and Stanley could just make out the world's most expensive painting on the other wall. (***Taken from "Flat Stanley", McGraw-Hill***)

Rehearse phrases involving challenge words until all words are recognized without hesitancy.

Provide plenty of repetition including maintaining a peppy pace to increased fluency and expression.

Model Reading

Reading from the text, "model" how to read with expression. Let students hear how good reading sounds. Too often the poorer reader hears only poor reading models.

Read the first 100 words or so of each reading selection.

Sometimes the teacher reads a sentence or more and a group of individuals repeat or "echo" what has been read using as close to the same teacher intonation as possible.

The students hear the correct words and intonation before they read it themselves.

The teacher identifies expressive markings such as commas, periods, question marks, exclamation marks when necessary. Make it fun!

"Think Aloud" by telling the student what you are thinking as you are reading.

Emphasis the teaching of "thought units" and show how they are related to punctuation.

Choral Reading

(May, 1990. *Reading as Communication: An Interactive Approach.*)

Students read in unison out loud together.

Sometimes students practice choral reading in small groups, with a partner, or singularly.

Any material can be adjusted for choral reading, Dramas, plays, music, and poetry are particularly effective for choral reading practice.

Easy Reading

(May, 1990. *Reading As Communication: An Interactive Approach*, Third Edition)

Having students read an abundance of "easy to read" books.

Easy reading is also referred to as free or independent reading because the child is free to focus on the message, the rhythm of the language, or just the fun of reading.

For easy reading, the student's word recognition accuracy level should be between 97-100 percent.

Poor readers can gain confidence with their ability to be automatic with word recognition in context when reading at independent levels.

With practice, slow readers begin to sound like the "good reading" peers.

Horizontal Reading

(Cunningham, 1980. Horizontal Reading. *The Reading Teacher*, 34: 220-224)

An instructional technique which can be used as an adjunct to the basal reader.

Students read a collection of books correlated with a specific level of performance.

Provides students with additional experience and practice at the level they have just completed instead of moving them on to the next level immediately.

Students review skills in their current level and practice them while reading different stories, thus developing automaticity at each level.

Repeated Readings

(Samuels, 1988. Decoding and automaticity: Helping poor readers become automatic at word recognition. *The Reading Teacher.*

The student or small group of students rereads a short meaningful passage until reaching a high level of fluency.

Students are encouraged to use smooth expressive language that sounds as though the author were doing the talking.

After practice in repeated readings, students may read better even with selections which have not been practiced with repeated readings.

The focus is on fluency of the "whole" text rather than on words so that poor readers begin to sound like good readers.

Impress Reading

The teacher and student readd together with the teacher reading slightly ahead of the student.

The student follows along using their fingers or other means to help them keep their place.

Students are encouraged to drop word-by-word reading and to stop "sounding out" unknown words in order to follow the teacher's example of more fluent reading.

By working only 2-5 minutes in this manner, students are often able to maintain an improved pace.

Sometimes the students may improve their comprehension because they can hear the context in a more efficient manner.

Timing and Charting

(Deno & Fuchs, 1987: & Gickling & Thompson, TBP)

Direct the purpose for reading, time, and record the student's rate of oral and/or silent reading.

Timing and charting of both "cold" and "practiced" readings can provide motivational comparisons for the student.

Following instruction such as chunking, echo reading, repeated reading, etc.) record the number of words read correctly during extended timing of 5-10 minutes

Research indicates that just seeing the marks on a graph can be motivational.

If comprehension measures are taken along with rate samples, the percentage or number of comprehension items correct can also be charted.

VAKT Method

(Fernald (Ed. Lorna Idol) *Remedial Techniques in Basic School Subjects*)

If students fail to make progress with see (visual) and say (auditory) approaches, it may be necessary to combine the senses of touch (tactile) and movement (kinesthetic).

This approach requires tracing the word with the finger as written correctly which reinforces the tactile sense.

It may also require helping the student to physically feel how to produce the sound (s) as they are produced in words.

Building Comprehension:

Only six strategies both foster comprehension and facilitate the monitoring of comprehension.

1. Clarifying the purposes of reading to determine which approach is appropriate to the reading activity (e.g., skimming, organizing).

2. Activating background knowledge to create links between what is known and the new information presented in the text.

3. Allocating attention so that the major content, not trivia, becomes the focus of the reading activity.

4. Evaluating content critically for internal consistency and compatibility with the student's prior knowledge. Does the content make sense?

5. Using monitoring activities (e.g., paraphrasing, self-questioning) to determine if comprehension is occurring.

6. Drawing various kinds of inferences (e.g., interpretations, predictions) and testing them against prior knowledge and experience.

(Palinscar and Brown, 1989)

PreREading Plan (PREP)

(Assessing Prior Knowledge)

Purpose: To draw upon students' prior knowledge about a topic and to have them reflect on the appropriateness of their responses.

Steps:

1. Teacher selects concepts central to an understanding of the new information to be learned and engages the students in these three activities.

   A. Elicit initial associations with the concept using the statement: "Tell me anything that comes to your mind when you think of..." (Accept all responses and record them on the board).

   B. Generate reflections on initial associations using the statement: "What made you think of..." (This helps students become aware of what they know and judge whether it is likely that this information is relevant to what they will be learning).

   C. Leads students in refining and reformulating their knowledge using the statement: "Based on our discussion have you any new ideas about...?" (At the conclusion of the discussion, the students are oriented to the new content to be learned).

2. By evaluating the quality of the students' prior knowledge, instructional implications are determined.

   A. If students are able to provide definitions or analogies for concepts presented, or are able to link various concepts, this suggests that their knowledge is fairly <u>well organized</u> and that they will require minimal guidance when presented new information.

   B. When students provide examples, describe attributes, or define certain aspects of the concept, their knowledge is <u>somewhat organized</u>, indicating a need for additional instructional assistance.

   C. If students are able to make only tangential or superficial remarks, or if they recall first-hand experiences that may be only remotely relevant to the topic, their knowledge is <u>diffusely organized</u> suggesting the need for considerable instructional support.

(Langer, 1984)

Question-Sharing

(A comprehension/study skill strategy)

Poostay, E.J. & Pitcher, S.M. (1990),
Bloomsburg University Reading Clinic.

QUESTION-SHARING.....background & purpose

1. Students must learn to "feel comfortable" with asking and answering questions.
2. Students must understand that it is important to ask questions **before, during,** and **after** reading any material.
3. Students must understand that, by **asking** and **answering** their questions, they can improve their comprehension.
4. Students must learn that they can **generate** and **predict** teacher questions.
5. In order to become independent learners, students must use **self-discipline, self-monitoring** and **self-assessment** whenever they study. The Question-Sharing Strategy will show students how to practice those metacognitive skills.
6. Through continuous **repetition** and **modeling** the Question-Sharing Strategy will emphasize several important study skills: questioning, self-pacing, self-monitoring, "chunking" material, rereading, reviewing, retelling, and rehearsal.

BEGIN.....by wondering & thinking

1. Open the book!
2. Explain to the students that (all of) you will be looking for clues to what may be important in the story/chapter. This is a form of **setting purposes!**
3. You & the student should **"wonder & think"** through the entire story (or chapter) page-by-page. You may have to wonder and think first in order to demonstrate (and start) the strategy.
4. **Continually direct the students' attention** to pictures, captions, graphs, titles, **subtitles, headings,** boldfaced words, etc..

READ!!!!!!!

1. Tell the students to **read** the first page/paragraph.
2. The students may read the material **orally** or **silently**...you may read it to them... they can listen to a tape recording or the page/paragraph...or you may read the material together.

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3. Encourage the students to place a light pencil mark above words, expressions, or concepts which confuse them.

4 Close the book.

TRY TO REMEMBER.....anything!

1. Ask the student to tell you anything they remember about the page/paragraph they just read. This is **unaided recall** (a retelling)...anything the students remember is a step in the right direction. Praise & Encourage.

2. After the students try to recall details from the material, **open the book** & cover the words on the page so that they can see the picture on the page, and say: "Look at the picture, does the picture help you remember anything?" (else) If necessary, you might point to an object or person in the picture and say "Do you remember reading anything about this? This is a form of **aided recall**...it is a self-help, self-monitoring strategy which shows students how to make effective use of textbook aids. Picture clues will become one way to "trigger" recall without rereading the entire page.

3. **Redirect** the students' attention to the titles, subtitles, and bold-faced words on the page. Those clues will become another way to "trigger"recall without rereading.

QUESTION-SHARING.....now!

1. Say "Now we are going to do Question-Sharing! We are going to take turns asking questions...I will ask the first question."

2. With the book open, skim the first paragraph; ask one question. Tell the students to find and point to the answer in the first paragraph. Remember, it is important for the student to point to the answer, even if they can accurately recall the answer without "looking back." This "look back & find step" will reinforce skimming & scanning, which are important study techniques.

3. Say "I want you to ask a question from page/paragraph ____." Or Say, Now it's your turn to ask a question! I want you to ask a question that begins with ____."

(You may have to show the student a Question-Starter card)

Who? **When?**

4. As soon as a student asks a question, everyone in the group must skim the paragraph to find & point to the answer. Check to see that every student is pointing to the answer; ask someone to read the answer! Allow everyone to ask at least one question; repeat statement #3 as many times as necessary...**but**...do not "overkill" the paragraph or page!

5. Encourage the students to discuss the words/phrases which confuse them while they were reading...that is, the words/phrases with the light pencil marks above them.

6. Before you "move on", it is important to summarize & discuss what has happened so far.

7. After the students have asked their questions, you should ask one critical-reasoning question such as "What would happen if...?" or "Do you think...?"

START AGAIN.....by wondering.....and thinking.

1. Question-Sharing is a repetitive, continuous-cycle strategy...you will always return to wondering & thinking!

2 Say "Before we read the next paragraph/page, does anyone have any new things that you are wondering about? Do you have any new thoughts?"

3. Continue through the material by **wondering, reading, trying to remember...** anything, and question-sharing. Maintain and repeat that sequence with each paragraph or page.

Suggestions & Reminders

1. Don't forget **vocabulary!** If there are no boldfaced words on the page, encourage your students to tell you which words on the page "confuse" them because they cannot pronounce the words or because they don't know what the words mean.

2. **Don't** let this strategy become a comprehension test for the students. Remember, question-sharing means that you must answer questions!

3. The question-sharing step is in actuality **Reciprocal Questioning** (Request). Do you understand why? Do you understand why you cannot always begin with Reciprocal Questioning?

4. The Question-Sharing Strategy is **not the same** as the SQ3R strategy...it is a transition strategy between the Directed Reading Lesson (DRL) and the SQ3R strategy. It requires assistance!

5. You should **encourage** your students to incorporate vocabulary-card strategies with Question-Sharing because they must learn to continuously review any material which unfamiliar or confusing.

Narrative Text

Excerpt taken from Barren Land Showdown, by Luke Short, 1951, pp 12-14, Fawcett.

He had his mouth open to speak when a firm knock came on the door. He looked at it, annoyed, then crossed over and opened it.

A girl was standing in the corridor. She said, "Are you the man up on Wailing River?"

"Yes."

"I'd like to talk to you."

Frank stepped aside and the girl entered the room. Westock rose as she came in. She was not a tall girl, and she was wearing a solid-color blue flannel shirt open at the throat, a heavy tweed skirt, and laced field boots. Golden hair lay in twin thick braids around her head, and beyond that Frank did not have time to look at her, except to notice that she was out of breath, uncertain of herself, and so excited that her blue eyes were shining. She carried a sheepskin coat over her arm. She lifted it now, brought out a new pair of mittens, laid them on the commode, then said to Frank, "I'm going to make a trade with you."

She saw Frank's parka on the bed, turned it over, and picked up his mittens. "That's a fair exchange, I think," she said, and started for the door. Lute, was ahead of Frank. Lute brushed past her, slammed the door, and leaned against it, an expression of wariness on his face. The girl was at a loss for a moment. She looked over at Frank and asked, "Will you ask him to let me go?"

Lute said mildly, "Forgive my curiosity, but you were listening at the door, weren't you?"

"I was not!" the girl answered angrily.

Lute smiled, his eyes faintly ugly, "I believe the practiced hotel eavesdropper always carries some clean towels over her arm in case she is surprised. Maybe you're green at this."

Frank said, "Easy Lute."

Lute looked beyond the girl to Frank, his eyes hard. "Of course she was listening!"

The girl stepped back from Lute then and turned slowly to face Frank, a kind of pleading in her eyes.

"You'd better talk," Frank suggested.

"I just traded you mittens. That's a fair exchange, isn't it?"

"Maybe," Frank said slowly, "I don't like new mittens. Maybe I don't like mysteries either."

The girl bit her lip. "Will you burn them if I leave them?"

"No. Why should I?"

"Oh, why do you have to be so stubborn? I'll leave these new mittens! If you won't let me take the old ones, then promise to burn them!"

She looked at Frank; he was regarding her with a deep and puzzled bewilderment. Then she turned to Lute. There was more than suspicion in his face, it was an actual dislike.

And he did not move to get out of the way. He said, "How much did you hear, my dear?"

Frank looked angrily at Lute, but Lute was watching the girl. And she had suddenly made up her mind.

"All right," she said brusquely, and spoke to Frank alone. "I suppose it's too much to ask you not to repeat this."

Frank didn't answer.

She said, "Those mittens of yours have strychnine on them."

Frank, bewildered, came over and took his mittens from her. Lute looked on as Frank turned them palm up; a white dust still clung to the worn hide and filled the creases. The package he had picked up, the strained look of those three men by the alley all came back to him then, and he said quietly, "Sit down."

The girl sat on the edge of the bed. To Lute's questioning glance, Frank said. "That drunk and his friends dropped a package. It broke, and I picked it up.." He said to the girl, "Who told you?"

"My brother. He was the drunk. He was afraid. You could have killed a couple of dogs tonight when you fed them. You might even have got it yourself."

Frank nodded. "Your brother peddles this stuff?"

"No!" the girl said shortly, and then added, less sure of herself, "That is, I don't think so. Oh, I don't know why he did it, except that he does those things and always has! But I'll make him destroy it--all of it."

"He traps?"

"That's what's queer; he doesn't. He's no bushman, and he hates the bush and is afraid of it. I think he was bringing it in to sell to some of these bush tramps who are too lazy to work at trapping and would rather poison their fur." She paused now, a kind of stiff pride in her face. Are you going to tell Millis?"

Lute who had been listening carefully to this, said, "That depends, Miss--"

"McIvor. Kelcy McIvor."

"Are you quite sure you didn't hear anything beyond that door?" Lute asked.

Frank's voice rapped out sharply. "Shut up, Lute!"

The girl came to her feet in the onrunning silence, her manner brisk. She said calmly to Frank, "I don't think you'll tell Corporal Millis. Your friend here is worried that I might have overheard something. Perhaps I did. Apparently both of you have something you don't want known." She looked levelly at Frank. "In case you go to Millis with this story, I propose to go to him also. I'll ask him to take a little care in checking you past history, both of you. Do you understand?" To Lute she said in a contemptuous voice, "Your blackmail works both ways, my friend. Now please let me go.

At a nod from Frank, Lute stepped aside and opened the door. The girl paused in it and looked back at Frank. "The man from Wailing River," she murmured gently, almost mockingly, with a deep-running impudence. "You're just as unfriendly as you look, and there's not much mystery left is there?"

"Was there ever?" Frank asked coldly.

The girl nodded. "We're human here, and curious about you. But I'm not any more. Because when two people blackmail each other into silence, it's almost certain to be for shabby reasons. Mine is smuggled strychnine. I don't think yours is any better."

She went out then, and Lute softly closed the door behind her. In the fading daylight, Frank and Lute regarded each other in utter silence.

MODELING READING: THINK ALOUDS

To remove the cloak of mystery surrounding the comprehension process teacher can verbalize their own thoughts while reading orally. This detailed process of making thinking public is called "**think alouds!**"

1. Select a passage to read aloud that contains points of difficulty, contradictions, ambiguities, or unknown words. As the teacher reads the passage aloud, students follow along silently, listening to how to think through each trouble spot.

2. Choose specific instances when comprehension breaks down and model for the students ways to cope with each instance.

3. Remember the following during "think alouds."

   A. Make predictions (developing hypotheses). "From the title, I predict that this section will tell how lazy trappers used to trap for furs." "In the next part, I think we'll find out who is behind this illegal practice".

   B. Describe the picture you are forming in your head from the information. I have a picture of this scene in my mind. "It is wintery, very cold, with little daylight. It is a hard and dangerous life in the far north"

   C. Make analogies (link prior knowledge to new information in the text). "This is like a time when I nearly froze to death in Northern Wyoming on a hunting trip".

   D. Verbalize confusing points (monitoring ongoing comprehension). "This is different than I expected? What are these men holding back?

   E. Demonstrate "fix-up" strategies (correcting lagging comprehension). "I had better reread to make sure of the role of each character. By reading ahead, maybe the plot will become clearer.

<u>After several modeling experiences</u>, students can work with partners to practice "**think alouds**," taking turns reading orally and sharing thoughts. Carefully developed materials should be used initially (short with obvious problems).

Encourage readers to practice "think aloud" strategies as they complete small group and independent reading assignments.

Source. New Directions in Reading Instruction (IRA)

.USING A THINK ALONG

1. Ask the students what kinds of things (strategies) you used as you were reading. Make a list on the chalkboard.

2 Discuss the things that were checked by the students. Ask if you did some of the things more than once.

3. Ask students if they do those things when they read. Talk about whether think along strategies make the story more interesting.

4. Ask students to listen for strategies. Talk about the strategies which were used.

5. Have students try-out reading strategies with each other as they read in small groups.

6. Have students tape-record their reading including their think-along strategies as they read.

7. Ask students to listen to their tape recordings to see how many strategies they are using.

Self-Evaluation of Think Alouds

Name _____ Date_____

	Not very Much	A Little Bit	Most of the Time	All of the Time
Made Predictions				
Formed Pictures				
Used Like-a				
Found Problems				
Used Fix-ups				

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RETELLING

Retelling is a powerful strategy for constructing meaning from narrative texts. It provides a meaningful structure for students to use in recalling, retelling and responding to information thus providing a natural bridge for reading, writing, listening and speaking.

Common Elements

SENSE OF STORY STRUCTURE

STORY SENSE

THEME: Main idea or moral of story.
PROBLEM: Difficulty to overcome.
GOAL: What the characters want to happen.
TITLE: Name of the story.

SETTING

When and where the story occurred.

CHARACTERS

Names and descriptions of main characters.

EVENTS/EPISODES

Initiating event.
Major events (climax).
Sequence of events.

RESOLUTION

Describe solution related to story goal.
End the story.

COMMENTS:

MANAGING

THE

LEARNING CONDITIONS

MANAGING THE LEARNING CONDITIONS

	EXPOSURE	ACCURATE	AUTOMATIC
ESSENTIAL TO KNOW	Walk-Through Connect	Guided Practice Drill Problem-Solving Feedback (Testing)	Independent Practice Fluency Decision-Making Application (Testing)
NICE TO KNOW	Talk-Through Discuss (No Testing)		
	Whole Group	Small Group Learning Buddy	Small Group Learning Buddy Individual

NUMBERED heads together

A Cooperative Learning activity presented by Spencer Kagan.
Resources For Teachers, San Juan Capistrano, California.

Four Steps:

1. Students are first placed in groups of four and then number off from 1-4.

2. Teacher presents the problem to the group. The problem is stated as a directive, i.e. "Make sure everyone in your group knows..."

3. Students engage "cooperatively" in a group discussion of the problem, thus the concept of "heads together".

4. Teacher calls on an individual or a groups of individuals by number to present their group response to the problem.

Group interdependence and **individual accountability** are foster using the "head together" cooperative learning structure.

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WHAT YOU NEED TO KNOW

1. Identify what the student:

Knows	Does not Know

2. Based on the information, how how would you help each other?

NAME _____ DATE _____

CONTINENTS AND OCEANS — PART II

The Western Hemisphere

The Eastern Hemisphere

Can you read these map globes? If you can, you will be able to complete these sentences.

1. The equator crosses the continents of South America
2. The continents touched by the Pacific Ocean are Asia Australia
3. Most of South America is in the southern Hemisphere.
4. The Indian ocean Ocean is south of Asia.
5. The Atlantic Ocean touches the continents of europe Asia
6. When you travel west from North America, you would come to the continent of Africa
7. The ocean nearest the North Pole is the Arctic ocean Ocean.
8. North pole and south pole are continents that are joined
9. North of Australia is the continent of Asia
10. More land is in the North hemisphere than in the south
11. Antarctic is the most southern continent.

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CBA Reading Assessment Form

Name_____ Grade_____ Content Area_____ Text_____ Date_____

STUDENT INTERVIEW	ESSENTIAL QUESTIONS	SUMMARY OF FINDINGS AND RECOMMENDATIONS
Do you like to read? What kinds of books do you enjoy reading? Are you a good reader? Is reading important? Why? Do you know someone who is a good reader? Tell me why you think they are a good reader? How do you teach a young child to read?	1. Does the child have an adequate sight word pool to read the selection? *Conduct a word search by selectively pointing to words that you think they have a high probability of knowing. Gradually introduce harder words and determine if the passage is at the instructional level.* 2.Does the child use a word study systems to decode unfamiliar words? *During the reading process, when the child comes to a word he does not know, ask the child what he or she does to figure it out. Does meaning, syntax, or the phonetic visual features of the word assist decoding?* 3. Does the child read with adequate fluency, expression and phrasing? *The child reads orally for one minute. Count the number of words read correctly in the passage. Compare rates to benchmark.* 4. Does the child read silently with adequate fluency? *Observe eye movements and return sweep. Does the child use a marker or finger for tracking? Have child read 3 to 5 minutes. Determine the average minute rate.*	

	ESSENTIAL QUESTIONS	SUMMARY OF FINDINGS AND RECOMMENDATIONS
BEFORE Can you tell me what you are to read or write? Do you think you can do it? Do you know these words? What do they mean? How does the lesson use what you already know? What do you want to learn from the lesson?	5. Does the child have the language concepts and background knowledge for the task? *Ask questions about the pertinent information in the story. If the child does not have that knowledge you need to tell him that information.*	
DURING Can you tell me what you are doing in the lesson? Did you have time to finish the lesson? If you make a mistake, what do you do? How do you get help if you need it?	6. Can the child remember and tell about what he or she read? *Ask the child to retell the story. If he or she is unable to retell unaided you may ask factual, vocabulary, inferential, evaluative, summary, and outcome questions. Does the child rely on the need to look back at the text?*	
AFTER Were you able to do all of your work? How do you remember the key points of the lesson? Unaided recall?. Aided recall? How do you guide your own learning? Do you form your own questions to guide you? Can you form questions with help?	7. Does the child demonstrate strategic reading? *Ask questions like, "What do you do before you read? Do you set the purpose? Do you skim and scan the text? Do you predict the outcome? What do you do during reading? Do you read fluently or self-monitor your reading? Can you visualize what you have read?" Does the child demonstrate a word study system (contextual, phonics, and structural analysis?) "What do you do after you have read? Do you summarize, paraphrase, and evaluate what you have read?"*	

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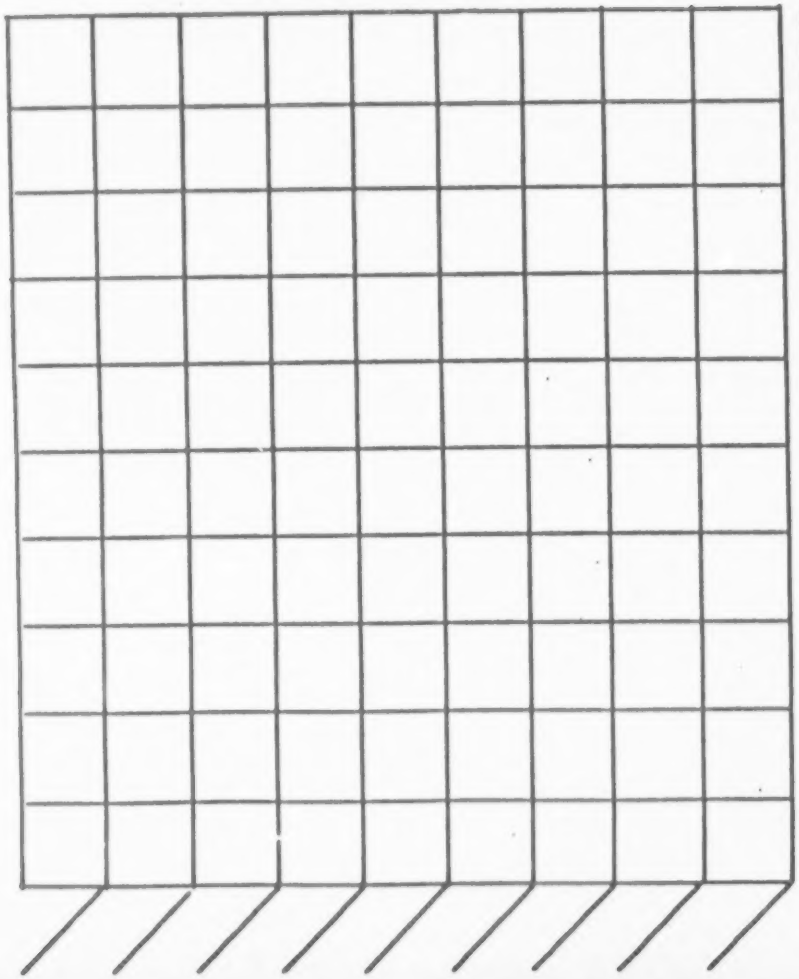
CBA INTERVENTION RECORD FORM

NAME: GRADE: TEACHER:

Retention Rate (From Previous Session)	Sessions	Material Page(s)	Correct WPM	Unknowns	Accuracy Rate	Comp.	Session Notes
	Session 1 Date:						
	Session 2 Date:						
	Session 3 Date:						
	Session 4 Date:						
	Session 5 Date:						
	Session 6 Date:						
	Session 7 Date:						
	Session 8 Date:						
	Session 9 Date:						
	Session 10 Date:						

Name _____

CBA Tracking Form



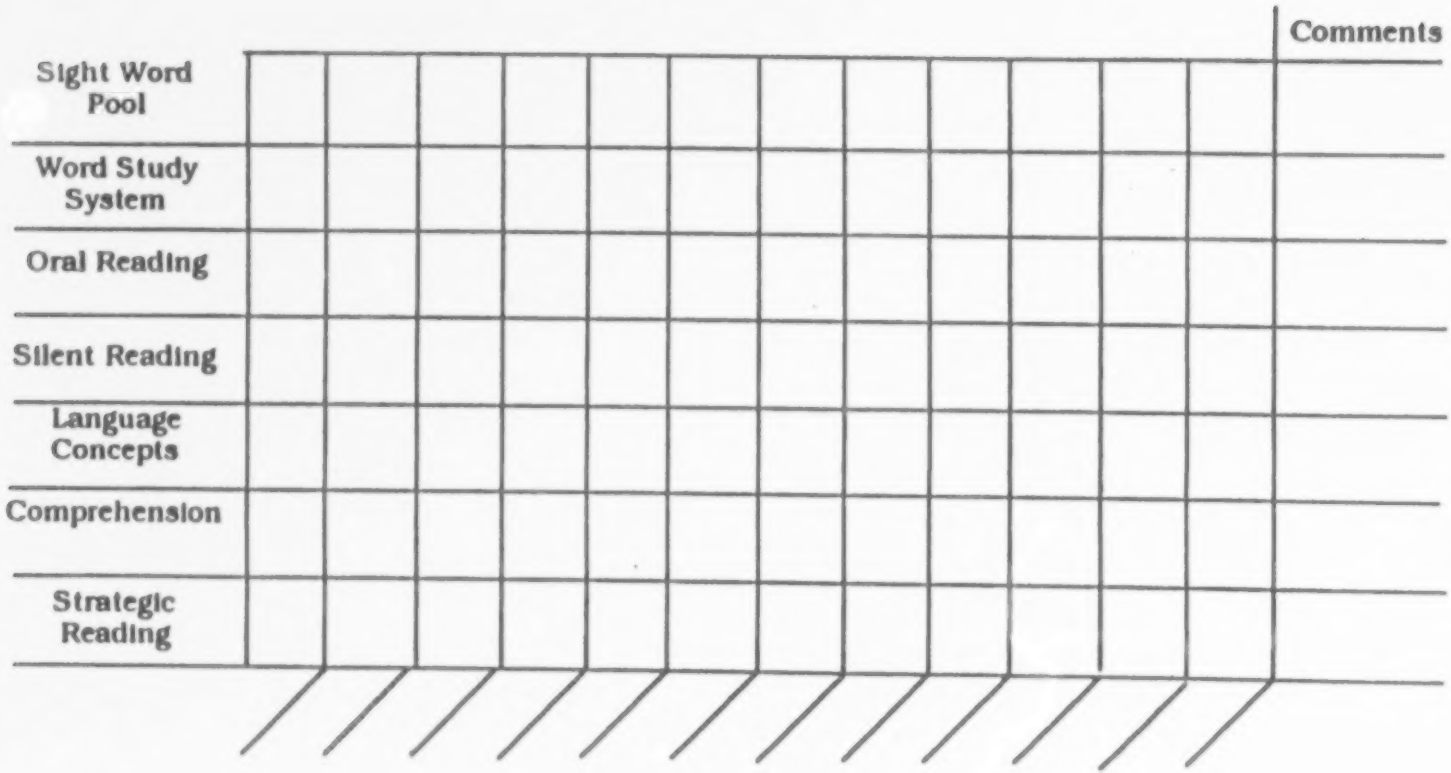
Benchmarks

Grade		Fall	Winter	Spring
1	25th %tile	0	8	35
	75th %tile	9	52	94
2	25th %tile	17	41	60
	75th %tile	77	119	133
3	25th %tile	52	67	86
	75th %tile	110	132	141
4	25th %tile	61	80	87
	75th %tile	117	135	142
5	25th %tile	73	86	98
	75th %tile	130	144	153
6	25th %tile	102	111	117
	75th %tile	155	166	171

Timed - Words per 1 minute.
Shinn, 1989

Name _____

CBA Tracking Form



Rating Scale

0 = Skill not evident.
1 = Skill emerging, student still needs assistance.
2 = Skill emerging, student can work somewhat independently.
3 = Skill mastery evident.

Case Study - BUD

Bud has been in the 1st grade for over six mouth. While his oral language skills are definitely advanced for his age, reflective of a very "street wise" youngster, his reading ability has lagged behind and is a matter of real concern for his teacher. In fact, his teacher stated, "that if you think his reading is bad, you should see his writing!" Initial assessment revealed that Bud only knew 25 sight words and eight consonant sounds.

Discuss Bud's case, hypothesize possible intervention approaches, and describe the rationale for these approaches.

Case Study - Brandon

Brandon is struggling in all 4th grade subjects requiring reading. His teacher feels that he definitely has the ability to do well in language arts, social studies and science having a well developed sight vocabulary and a firm command of the language and language concepts related to these subject areas. However, he demonstrates extreme frustration with the lack of comprehension, particularly in how he interacts with context. Relying upon rapid word-by-word reading, he frequently jumbles entire sentences making comprehension impossible. What is baffling to the teacher is why he does this and what can be done about it? She knows that when things are read to him he comprehends everything. He has the sight vocabulary and language concepts to be a very successful reader.

Discuss Brandon's case, hypothesize possible intervention approaches, and describe the rationale for these approaches.

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Case Study - TOMMY

Tommy is a 5th grader who is failing science. His teacher uses materials from three different texts, selecting passages from each and having students complete literal recall worksheets. An initial assessment indicated that Tommy can read one or two paragraphs with acceptable recall, but when given two or three pages, he struggles to complete the assignment and what is complete is usually wrong. His reading mechanics seem OK, but he does not interact well with contextual material. He is threatened by questions which elicit unaided recall. When aided questions were used, he looked for specific facts without seeing the big picture. In the accompanying passage, for example, he could identify that the passage was about mollusks but was confused about the different types of mollusks and also stated that an echinoderm was a mollusk.

Discuss Tommy's case, hypothesize possible intervention approaches, and describe the rationale for these approaches.

ANIMALS WITH SOFT BODIES

What are mollusks and how do they look?

The clam and the octopus belong to a group of animals called mollusks (mol'esks). A mollusk is an invertebrate with a soft body. Some mollusks have two outer shells. Others live inside a one-piece shell or have no shell at all. Many mollusks live in the ocean. Others live in fresh water or on land.

The body of a mollusk is more complex than the body of an echinoderm. For example, the mollusk has the beginning of a true eye. The picture shows the eyes on the body of a scallop. Mollusks also have a more complex system for pumping blood. Blood is pumped through blood vessels into spaces in the animal's body.

Clams, oysters, and scallops are two-shelled mollusks. The shells are held together by muscles. The muscles open and close the shells like a hinge. The two-shelled mollusks have a part called a foot. This foot, made of a strong muscle, is used for digging. It is also used for pulling the animal along the ocean floor. Notice the foot on the scallop in the picture.

Snails and slugs are other common mollusks. Both have a large muscular foot. The foot gives off a layer of slime. Snails and slugs glide along on this layer of slime. The main difference between a slug and a snail is the shell. Usually slugs do not have a shell, while snails have a shell. The snail's shell protects it from enemies. When in danger, the snail can hide inside its shell. Some other mollusks in this group are limpets and periwinkles (per'e wing kelz). These two mollusks are shown in the pictures.

There are two other common mollusks that have no shell. These mollusks are the squid and the octopus. Both have long tentacles. The tentacles are lined with suckers. These suckers help them to catch other animals for food. The squid and the octopus have an unusual way to protect themselves...

Science (1989). Silver Burdett & Ginn pp. 41-43. Grade 5.

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Case Study - SHANNON

Shannon is in the seventh month of the 3rd grade. Her oral reading rate is slow and labored averaging between 40-60 wpm. Her word analysis skills are also weak contributing to a lower word identification or accuracy rate than desirable (approximately 80 percent). Even though she has difficulty in word analysis of unknown words in isolation, she is able to obtain meaning quite well from context, with reading comprehension averaging between 75-80 percent.

Discuss Shannon's case, hypothesize possible intervention approaches, and describe the rationale for these approaches.